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ABSTRACT

This book offers information on fostering effective use of teaching portfolios by college faculty. The first chapter, "The Teaching Portfolio Concept" (Peter Seldin), discusses how the teaching portfolio concept differs from other evaluation approaches, what is and is not included in a portfolio, and why the content depends on the purpose of the portfolio. Chapter 2, "Preparing the Teaching Portfolio: A Firsthand Report" (William L. Perry) examines portfolio preparation and what one preparer of a portfolio learned about himself as a teacher. Chapter 3, "The Key Role of the Mentor" (Linda F. Annis) describes a collaborative approach to developing a polished portfolio and provides advice on the selection of a mentor and how institutions can "grow" their own on-campus mentors. Chapter 4, "How Portfolios Are Used in Nine Institutions" (Jerold J. Savory and others) takes a real-world look at purposes, strategies, tough decisions, what works, and what doesn't. Chapter 5, "Evaluating Teaching Portfolios for Personnel Decisions" (Peter Seldin) spells out how to plan and implement a viable system to evaluate teaching portfolios; explores vital criteria and crucial differences between strong and weak portfolios; and offers forms to evaluate teaching from portfolios. Chapter 6, "Answers to Common Questions about the Teaching Portfolio" (Peter Seldin) offers pragmatic guidelines for getting started. Chapter 7, "A Roundtable Discussion of the Portfolio and Its Results" (Ray Shackelford) presents a discussion by four faculty members whose personal experience in preparing portfolios has given them insights into their teaching. Chapter 8, "Sample Portfolios from Across Disciplines" (Christine D. Townsend and others), which accounts for about half the book, contains the actual teaching portfolios of 17 professors from different disciplines and institutions. (Some chapters contain references.) (JDD)

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